

Worksheet #1: Analysis of Student and School Data

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Black	54%	109	High	High
Hispanic	30.7%	7	High	High
FRL	51.5%	87	High	High

Mathematics

Black	49.3%	101	High	High
Hispanic	41.7 %	10	High	High
FRL	47.7%	83	High	High

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	What is at the “root” of the findings? What is the underlying cause?
<ul style="list-style-type: none"> • 50.6% of the total student population of students did not pass the ISTEP+ in ELA which includes, which includes 30.4% of Hispanic students and 51.5% of students receiving free and reduced lunch. 50% of our students are showing growth on NWEA in reading. • 48.2 % of the total student population of students did not pass the ISTEP+ in math, which includes 41.7% of Hispanic students and 47.7% of students receiving free and reduced lunch. 50% of our students are showing growth on NWEA in math. 	<ul style="list-style-type: none"> • Students enter the school several years below grade level. • Our teachers need more training on teaching reading & math strategies and instructional strategies. • Our teachers need more feedback on instruction. • Implement higher order thinking skills needs to be strengthened embedded through all courses. • The rigor has to be increased in our reading and language arts programs and a focus must be placed on writing across the curriculum. • Our math program needed a stronger curriculum. • Students need more time on task in math. • Our teacher(s) needs to be certified in math.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X	X X		1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X X X X X	X X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X	X	X	1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.			X X X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			X X X X		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X X X			1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X	X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
<p>The principal spends too much time managing the school.</p> <p>Teachers plan in isolation.</p> <p>Class assignments are not rigorous and teacher expectations are not high enough.</p> <p>Teachers need to differentiate.</p> <p>Cultural competence is low.</p> <p>Parental engagement is low.</p> <p>PBIS and school-wide discipline practices must be improved to ensure student safety.</p>	<p>The principal is split between two campuses, oversees state reporting, and manages the budget.</p> <p>The schedule does not provide opportunities for grade-level teams to meet.</p> <p>Teachers need development in instructional & classroom strategies. Principal needs development in improving instructional practices.</p> <p>Novice teachers need more training.</p> <p>Novice teachers need more training.</p> <p>Parents do not have transportation.</p> <p>Teachers are inexperienced in classroom management, conflict resolution skills, and character education.</p>

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Appendix E: Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Transformation	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
<i>Job-embedded staff development</i> aligned to grant goals to assist <i>English language learners</i>	Transformation	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Transformation	Early Intervention Grant Full Day Kindergarten Grant
High ability grants to provide resources that support high ability students.	Transformation	High Ability Grant

**Appendix F: LEA Application of General Information
2012-2013**

School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: KIPP LEAD College Prep Charter		Corporation Number: 9635
Contact for the School Improvement Grant: Michelle Hassan		
Position and Office: Principal	Contact's Mailing Address: 6060 Miller Avenue Gary, IN 46403	
Telephone: 219-979-9236; 219-938-6057	Fax: 219-938-6085	
Email Address: mhassan@aq.s.org		
Superintendent (Printed name) Jasmine C. Mitchell		Telephone: 773-606-8002
Signature of Superintendent X Please see scanned copy to be emailed _____		Date: 5/2/12

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, “Tier I and II Application” or “Tier III Application” for each school applying for a school improvement grant.**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating the tier and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. KIPP LEAD Middle School	5 - 10	X			X			
2.								
3.								
4.								
5.								
6.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

☒ We will serve all of our Tier I schools.

☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

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3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: _KIPP LEAD Middle School_____ **School Number:** _4097_____

Stakeholder Group	Mode of Communication	Date
Parents	Conferences	April 6, 2012
Board of Directors	Meeting	April 18, 2012
Teachers	Meeting	April 18, 2012

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Not applicable - Charter school without teacher union

E. Assurances

_____ **9635/ KIPP LEAD College Prep Charter** _____ assures that it will

Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☒ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g) 2012-2013

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation KIPP LEAD College Prep Charter Number 9635

School Name KIPP LEAD Middle School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

☒ Transformation

☐ Closure

Assurances

_____ KIPP LEAD College Prep Charter _____ assures that it will

Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- ☒ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

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The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	84,165	87,435
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	93.9%	92.9%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	0%	0%
5. Number of students completing dual enrollment classes	0%	0%
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day	LSY LSD BAS	LSY LSD BAS

BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS WES	SS
7. Discipline incidents*	92	308
8. Truants (# of unduplicated students, enter as a whole number)	n/a	5
9. Distribution of teachers by performance level on LEA's teacher evaluation system	n/a	n/a
10 Teacher attendance rate	n/a	96%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?
<p>Students are absent 7.1% of the time.</p> <p>High performing students are not challenged.</p> <p>Weekend classes are no longer offered.</p> <p>Most teachers score in the unsatisfactory or basic levels of evaluation.</p>	<p>The school calendar needs to be more aligned with Gary Public school calendar, so students do not stay home with siblings during GPS school holidays.</p> <p>Social and emotional needs of students are not properly addressed. Suspensions range on average from 38.5 days per month.</p> <p>Advanced coursework is not offered for high ability students.</p> <p>The budget is currently limited to school day learning activities.</p> <p>1st year and novice teachers need much more instructional support.</p> <p>Not enough students are involved in afterschool intensives because of transportation.</p>

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected Transformation

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

The transformational model aligns best with all of our “key/root” findings. Our findings identified our LEA in need of new leadership, more instructional rigor, removal of unsatisfactory teachers, means to recruit strong teachers, drastic adjustments to the schedule, opportunities to enhance teacher’s knowledge of differentiated instruction, more professional development opportunities for teachers and stronger partnerships with parents and the community.

(2) Describe how the model will create teacher, principal and student change.

With the transformation model, the principal is replaced. By replacing our first year principal with a more experienced one, a professional with demonstrated student success that individual can lead the school to a new level.

The strategies to recruit, place, and retain staff will allow us to replace novice teachers with teachers with a proven-track of student success.

Establishing a new schedule will provide grade level teams with time for common planning to focus on instructional strategies, with the support of a content-area coach. This time will include time to analyze data and use it to inform instruction. Professional development will focus on differentiation, so based on data, students will receive targeted instruction. Plus provide opportunities for PD to enhance teachers cultural intelligence while, afterschool instruction will increase learning time for students. Lastly the transformation model will provide ongoing mechanisms for family and community engagement. All of these changes will enhance learning and achievement at our school.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Budget
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Budget
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Budget

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.</p> <p><i>All models</i></p>	X		Budget
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 	X		Goals & budget

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		Data portfolio of staff
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		Staff surveys
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		Parent Meeting

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		School Board meeting
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		Superintendent Assurance

Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	n/a		Non-unionized
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		Partnership with New Leaders for New Schools and Teach for America

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		Staffing Selection Process
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 	X		Timeline

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and	X		Vitas of district staff

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>School board meetings</p> <p>Agendas & sign in sheets</p>
<p>implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	X		Budget
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex...)</i> 	X		School schedule with added time for Afterschool intensive

<ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> ● <i>Compensation for extended day is identified by the LEA</i> 			
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<p>Based on the school needs assessment, it is evident that students need more rigorous class work and time to work on skills that they struggle in. Our improvement consists of supporting students, training teachers, and improving leadership.</p> <p>In order to support students, the school needs additional staffing and technology to implement interventions for academics and behavior. In order to improve teacher quality, we will offer a pay differential to bring in quality staff (especially in math), provide coaches to improve instruction, and provide on-going, focused professional development. A reading and math coach will implement student interventions, conduct staff professional development, and parent literacy and numeracy workshops.</p> <p>After 5 years of having less than 65% of students pass ELA and/or math, the school is primed for a transformational intervention. The school will use resources from other state grants to implement this transformation. The SIG will catapult the school in the direction that it needs to go in to bring in new leadership, train teachers, and provide intensive supports for students. The entire school community is behind making things better and having a successful school.</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>Teachers and intervention staff members will meet twice per week to analyze and review data and ensure proper implementation of classroom, RTI, and afterschool student interventions. Teachers will, with the assistance of coaches, adjust instructional strategies to meet the needs of learners.</p> <p>In order to meet the professional development needs of teachers, weekly large-group PD will be held on Wednesday afternoons. Four Saturdays will also be built into the PD schedule in order to meet the needs of teachers, in addition to the one week of PD, which will occur prior to the school year beginning. Teachers will also receive real-time coaching weekly and instructional feedback daily from a content-area coach or team leader. Teachers will also use the online program “PD 360” for school-directed and self-directed PD. All professional development sessions will be documented with an agenda and sign-in sheet.</p> <p>After the instructional team and teachers analyze data, students who do not meet standards on ISTEP+, NWEA, and Acuity will be mandated to participate in afterschool intervention and summer programming to specifically work on areas of need. The staff will look at data and update intervention groups based on skills that students need more work in. During the school day, small groups of students will work the RTI specialist, literacy coach or math coach for RTI. These groups will vary in size from 3 – 5. Students will also be offered some one-on-one time based on their need. All student interventions will be documented with parent authorization, student data, and intervention sessions.</p> <p>Students will work at home on the weekends on online-based intervention software to increase skills. Parents will sign contracts to ensure child participation. Families will be engaged to learn how to best support students at home with academics and behaviors.</p> <p>The school schedule is being revised to allow for student interventions and RTI, based on data, from the beginning of the school year. The new schedule will also allow for time for biweekly common planning time and data analysis and more weekly PD.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service</p>	<p>Based on information gathered through research, experience, and partnerships, KIPP LEAD College Prep Charter will partner with:</p> <ul style="list-style-type: none"> • Canter to provide classroom and school wide-professional development for teachers, staff, and administrators • Origins to provide professional development for teachers and administrators on building classroom community • UMOJA to provide the teachers, the Behavioral Specialist, and Student Support Counselor with student personal development programs, strategies & lessons that will improve student behavior and engagement in school • Research for Better Teaching to provide instructional professional development for teachers and administrators • North Star Academy to provide development in data analysis and interventions. • Dr. Jawanza Kunjufu to provide staff training on cultural competence • Dr. Alfred Tatum to provide teacher, coach and administrator training on cultural literacy and improving reading <p>A member of the leadership team will monitor implementation of partnerships and communication with partners, professional development for the staff, and interventions for students. This administrator will ensure the completion of state reports and grant action steps.</p> <p>All professional development sessions will have an agenda, sign-in sheet &</p>

<p>provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>evaluations. The team leaders and coaches will lead teachers in reflecting on their practice based on instructional feedback and professional development.</p> <p>Team leaders will meet with teachers biweekly to ensure the analysis of data and focused supports for students. Content-based coaches will work with teachers on matching instructional strategies with the needs of learners.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed	
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).		
<i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology	Title I, Part A – currently funds Supplemental Education services; school aides – who assist with RTI implementation; and educational supplies.	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
	I003(a) helps to support transportation for Supplemental education services; an instructional coach, and professional development in literacy.	I003(a) School Improvement Grant - AYP funds

<p>resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>Title II, Part A has been instrumental in supporting professional development for teachers and the recruitment of new teachers.</p>	<p>Title II, Part A</p>	<p>The operations and finance coordinator will assure proper allocation of resources, under the direction of the Principal.</p> <p>The Superintendent will visit the school weekly to ensure full and quality implementation of the school improvement grant.</p>
	<p>We will add full day Kindergarten in order to bring students in at the foundational level to give them the best instruction and supports at an earlier age.</p>	<p>Full day Kindergarten grant</p>	

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; 	<p>Based on a review of the historical and current data, the school has no option but to improve. It is urgent and critical to implement a transformational school improvement process in order to improve student outcomes. The Superintendent will oversee the school improvement process and provide support for full, successful implementation, including overcoming challenges.</p> <p>Teachers and coaches will undergo a rigorous hiring practice, which includes a demo lesson. The leadership team and coaches will conduct targeted walkthroughs and observations of teachers and provide quality feedback. Teachers will be evaluated using the Charlotte Danielson framework for teaching, which considers student growth. Through partnership with New Leaders for New Schools, the Superintendent will develop evaluations for the administrators.</p> <p>All staff evaluations will predominately include specific goals for school and student performance and rate according to meeting those goals. Goals will be reviewed quarterly. Teachers and administrators who do not meet expectations will be put on an action plan, coached, and removed, if necessary. Staff who meet and/or exceed expectations will receive performance incentives.</p> <p>The Principal will meet monthly with the Board members and Superintendent to provide an academic and behavior report. The Principal will also receive input from Ball State.</p>

<ul style="list-style-type: none"> (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. 	<p>The administration will modify the school schedule to allow for more time on task, interventions during the day and afterschool, common planning time, data analysis, and professional development.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as 	<p>This grant will be used to recruit quality staff. Staff development will build the capacity of the team. Interventions will improve student achievement. A culture of high achievement will emerge from this grant and other state and federal grants will be able to sustain the new culture of academic achievement.</p> <p>The Superintendent, who has expertise as a turnaround administrator, will provide professional development for the administration prior to the start of the school year to ensure full and quality implementation of the school improvement process and successful sustainability beyond the SIG grant. The operations and finance coordinator will seek outside grants and alternative funding to support the school beyond the SIG grant.</p> <p>The school staff will receive quality professional development prior to the beginning of the school year and this development will be on-going throughout the year.</p> <p>School improvement planning will be ongoing, which will include an analysis of school alignment of resources with the school's mission. The school leadership team will participate in ongoing professional development to hone its leadership skills. The leadership team will evaluate teachers using the Charlotte Danielson framework for teaching.</p> <p>A member of the administration will monitor the school improvement process, student interventions, and professional development.</p>
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<p>evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions,</p>	
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school improvement activities, financial management, and operations of the school.	
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

Turnaround Model

(Guidance Document, Section B, pages 26-31)

☐ We will implement this model. **X We will not implement this model - move to next model.**

Transformation Model

(Guidance Document, Section E, pages 36-42)

X We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Select a new principal with a proven track record of success.	Jasmine C. Mitchell, Superintendent	May
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Train instructional coaches and teachers on Charlotte Danielson framework of teaching. Use the Charlotte Danielson framework of teaching for evaluation.	Principal	August – April annually

3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	<p>Analyze test data and implement interventions.</p> <p>Give bonuses based on evaluations and student outcomes.</p> <p>Retain or remove staff based on evaluations and student outcomes.</p>	Principal	September – April annually
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Create professional development plan based on data and needs of teaching staff.	Principal	August – June annually

5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	<p>Post teacher positions nationally</p> <p>Amend school budget to offer incentives: signing bonus and quarterly bonuses</p> <p>Partner with New Leaders for New Schools and Teach for America</p> <p>Write grant for TAP</p>	Principal	May – June annually
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6. <i>Provide increased learning time for students and staff.</i>	<p>Modify school schedule to allow more time on task in math.</p> <p>Add intensive afterschool reading and math interventions</p>	Principal	August – June annually
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	Implement weekly, job-embedded, data focused professional development		
7. <i>Use data to implement an aligned instructional program.</i>	Analyze and triangulate data from NWEA, Acuity, and ISTEP+ Implement instructional practices aligned to data.	Leadership team & teachers	August – June annually

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Build capacity of leadership team to conduct individual teacher and grade-level data meetings Hold conduct individual teacher and grade-level data meetings Teachers present data to staff Implement RTI and afterschool intensives based on data	Principal & Leadership team	August – June annually
9. <i>Provide mechanisms for family and community engagement.</i>	Host monthly parental involvement event to assist parents in supporting students academically and socially Obtain counseling for students in need	Parent Advocate	September – May annually
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	Hire staff with proven track record of success Change school schedule Leadership team to focus on instructional leadership	Principal	May – June annually
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	Provide job-embedded professional development during the work day and on a few selected Saturdays	Principal	August – June annually

- If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

In order to recruit a principal with a proven track record of success, the LEA will immediately partner with New Leaders for New Schools and Teach for America as well as post the position nationally. Candidates for the principalship will:

1. Complete an intense application with essays
2. Interview individually with the Superintendent
3. Perform a school walk through and teacher observations
4. Provide instructional feedback to a teacher
5. Present a plan based on current school data and school walk through
6. Interview with School board

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: Post for a school principal and school staff and begin the interview process; contact providers and schedule professional development dates; cross school observations; end of the year parent conferences to discuss final student data; plan summer student literacy enrichment; revise the school schedule;

Timeline: May and June 2012

Budget: Use current grant resources

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.	X	

Restart Model

(Guidance Document, Section C, pages 31-34)

☐ We will implement this model. **X We will not implement this model – move to next model.**

School Closure

(Guidance Document, Section D, pages 34-35)

☐ We will implement this model. **X We will not implement this model – do not complete.**

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
52.8% of all students are proficient on ISTEP+ mathematics	72% of all students are proficient on ISTEP+ mathematics	82% of all students are proficient on ISTEP+ mathematics	92% of all students are proficient on ISTEP+ mathematics
49.4 % of all students are proficient on ISTEP+ ELA	70% of all students are proficient on ISTEP+ ELA	80% of all students are proficient on ISTEP+ ELA	90% of all students are proficient on ISTEP+ ELA

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each “tab” for years 2011-2012, 2012-2013, 2013-2014.

2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Title II, Part A
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Full day Kindergarten grant

LEAD will align its federal **Title I, (Part A)**, 1003(a) AYP funds, and Title II to the grant to support the following elements of transformational interventions: Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards(**Title, Part A**), Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model (**1003a**) and *Recruitment of teaching staff* with skills and experience to effectively implement the selected intervention model (**Title II, Part A**).

Lead will offer Kindergarten and aligns its state **Kindergarten grant** to support the focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.

The school improvement grant is critical to transform our school and to realize high student achievement. Careful alignment and future implementation of other grant funding will allow the sustainability of a culture of high student achievement.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>			
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2012-2013 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			

<ul style="list-style-type: none"> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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Attachment B: LEA Commitments Scoring Rubric

(I) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<ul style="list-style-type: none"> • Full completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • All of the required data sources have been provided • All of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • Some completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • Some of the required data sources have been provided • Some of the analysis (findings) from the data and the root cause analysis is accurate • A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • No completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • Little to none of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • Little or no use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>
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(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>
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(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>
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Attachment H: Budget

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: KIPP LEAD College Prep Charter
Corporation Number: 9635
School Name: KIPP LEAD Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Principal, TBA		X		Signing bonus (\$30K)	\$30,000	
Team Leader, TBA	1.0	X		Salary for building level administrator to support teacher quality for afterschool academy & SES	\$70,000	
Team Leader, TBA	1.0	X		Salary for building level administrator to support teacher quality for instruction and data	\$70,000	
Math Coach, TBA	1.0	X		Salary for Math Coach	\$65,000	
Literacy Coach, TBA	1.0	X		Salary for Literacy Coach	\$65,000	
Math Teacher, TBA		X		Pay differential for teacher shortage	\$15,000	
Math Teacher, TBA		X		Pay differential for teacher shortage	\$15,000	
Math Teacher, TBA		X		Pay differential for teacher shortage	\$15,000	
RTI specialist, TBA	1.0	X		Salary for RTI specialist	\$40,000	
Behavior Interventionist, TBA	1.0		X	Salary for Behavior Interventionist	\$45,000	
Community Liaison, TBA	1.0		X	Salary for Parent and Community Liaison	\$30,000	
Technology Support Staff, TBA	1.0		X	Salary for Technology Support Staff	\$30,000	
Professional Development Substitute, TBA	1.0	X		Salary for Professional Development Substitute	\$25,000	
Student support	1.0	X		Salary for Student support Counselor	\$50,000	

Counselor, TBA						
Operations & Budget Coordinator	1.0		X	Salary for Operations & Budget Coordinator	\$50,000	
Classroom Grants				\$2,000 per classroom each year	\$40,000	
Extended time salaries				Up to four additional data days and PD	\$50,000	
Extended time salaries			X	Up to four additional data days and PD	\$15,000	
Performance stipend				Up to \$3,000 per year for reaching student outcomes	\$70,000	
Performance stipend			X	Up to \$1,000 per year for reaching student outcomes	\$10,000	
	11	TOTAL SALARIES				800,000
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
	Additional 5 school days(already calculated in school salaries of 190 days)					\$ 118,400
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				High Performing Urban School Visits	10,000	
in-state				NWEA conferences	1,000	
	TOTAL TRAVEL					11,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Research for Better Teaching				On-site training and coaching for teachers & principal	30,000	
North Star Academy				Data analysis Professional development for teachers and administrators	5,000	
Canter, Inc.				On-site training and coaching	8,000	
UMOJA				Student development training and implementation	5,000	
Dr. Jawanza Kunjufu				Cultural Competence Training for staff	4,000	
Dr. Alfred Tatum				Cultural Literacy training for teachers	10,000	
Charlotte Danielson Group				Evaluation for teachers	10,000	
	TOTAL CONTRACTED SERVICES					72,000
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
	TOTAL SUPPLIES					10,000
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						

	TOTAL EQUIPMENT AND TECHNOLOGY		70,000
7. OTHER SERVICES: (Include a specific description of services.)			
	Parental and community monthly engagement event	5,000	
	Read 180	90,000	
	TOTAL OTHER SERVICES		95,000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,176,400

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	Mastery Manager scanning testing system	\$ -	\$ 7,000 -
	Office supplies	\$ -	\$ 3,000 -
	TOTAL SUPPLIES COSTS		\$ 10,000 -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
2	Macbook carts	\$ 37,000	\$ 70,000
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 70,000

LEA/GOVERNANCE : List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.

LEA- Level Activities	Pre-Implementation Activities	Explanation of requested amounts
Hiring Staff	Posting positions, dismissal of principal and unsatisfactory staff.	After five years of having less than 65% of students pass ELA and/or math the school is in need of leaders and teachers to improve instruction. The grant will be used to recruit quality staff, with salaries that will be able to compete with other districts. A culture of high achievement will emerge from this grant to sustain the new culture of academic achievement.
Student Interventions	Research professional development organizations Boys Town, Fred Jones Classroom Management, peer jury, peace circles and professional development.	The staff will receive quality professional development prior to the beginning of the school year and ongoing training throughout the year on classroom management (Fred Jones), Boy Town Model, peer jury, and peace circles.
Training Staff	Survey of teacher needs, scheduling of professional developments. Research places to host team building activities.	This grant will subsidizes the cost to meet the professional development needs of teachers; weekly large PD's, quarterly Saturday afternoons, PD 360, and two instructional coaches to perform and support the pd at the school.

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name:	<u>KIPP LEAD College Prep</u>
Corporation Number:	<u>9635</u>
School Name:	<u>KIPP Middle School</u>

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Principal, TBA		X		Bonus (based on student performance)	\$30,000	
Team Leader, TBA	1.0	X		Salary for building level administrator to support teacher quality for afterschool academy & SES	\$72,500	
Team Leader, TBA	1.0	X		Salary for Building level administrator to support teacher quality for instruction and data	\$72,500	
Math Coach, TBA	1.0	X		Salary for Math Coach	\$67,000	
Literacy Coach, TBA	1.0	X		Salary for Literacy Coach	\$67,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
RTI specialist, TBA	1.0	X		Salary for RTI specialist	\$41,500	
Behavior specialist, TBA	1.0	X		Salary for Behavior Interventionist	\$46,500	
Community Liaison, TBA	1.0	X		Salary for Parent & Community Liaison	\$31,000	
Technology Support Staff, TBA	1.0	X		Salary for Technology Support Staff	\$31,000	
Professional Development Substitute, TBA	1.0	X		Salary for Professional Development Substitute	\$26,000	
Student Support Counselor, TBA	1.0	X		Salary for Student Support Counselor	\$51,500	
Operations & Budget Coordinator	1.0	X		Salary for Operations & Budget Coordinator	\$51,500	

Classroom Grants				2,000 per classroom	\$40,000	
Extended time salaries		X		Up to four additional data days and PD	\$55,000	
Extended time salaries			X	Up to four additional data days and PD	\$17,000	
Performance Stipend		X		Up to \$3,000 for reaching student outcomes	\$70,000	
Performance Stipend			X	Up to \$1,500 for reaching student outcomes	\$10,000	
	11.0	TOTAL SALARIES				825,000
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
	Additional 5 school days(already calculated in school salaries of 190 days)					122,100
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state	ASCD conference for administrators and teachers				10,000	
in-state	NWEA conference				1,000	
	TOTAL TRAVEL					11,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Research for Better Teaching	On-site training and coaching for teachers & Principal				30,000	
UMOJA	Student development training and implementation				7,500	
Dr. Alfred Tatum	Cultural Literacy training for teachers				10,000	
Harvard University	Leadership institute for Principal & team leaders				20,000	
Boys Town	Boys Town Model				100,000	
Cornelius Ellen	Peer Jury & Peace Circle Training				25,000	
DR.	Special Education & Differentiation training				10,000	
Iron Oaks	Team building				3,000	

	TOTAL CONTRACTED SERVICES		\$ 205,500
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 10,000
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 180,000
7. OTHER SERVICES: (Include a specific description of services.)			
10	Monthly Parent & Community Engagement events	10,000	
	TOTAL OTHER SERVICES		10,000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,373,600

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Office supplies, including binders & notebooks for all students	\$ -	\$ 10,000
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 10,000

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
450	IPAD per student	\$ 400	\$ 180,000
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name:	<u>KIPP LEAD College Prep Charter</u>
Corporation Number:	<u>9635</u>
School Name:	<u>KIPP LEAD Middle School</u>

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Principal, TBA		X		Bonus (based on student performance)	\$30,000	
Team Leader, TBA	1.0	X		Salary for building level administrator to support teacher quality for afterschool academy	\$74,000	
Team Leader, TBA	1.0	X		Salary for building level administrator to support teacher quality for instruction and data	\$74,000	
Math Coach, TBA	1.0	X		Salary for Math Coach	\$69,000	
Literacy Coach, TBA	1.0	X		Salary for Literacy Coach	\$69,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
Math Teacher		X		Pay differential for teacher shortage	\$15,000	
RTI specialist, TBA	1.0	X		Salary for RTI specialist	\$43,000	
Behavior specialist, TBA	1.0	X		Salary for Behavior Interventionist	\$48,000	
Community Liaison	1.0		X	Salary for Parent & Community Liaison	\$33,000	
Technology Support Staff, TBA	1.0	X		Salary for Technology Support Staff	\$33,000	
Professional Development Substitute, TBA	1.0	X		Salary for Professional Development Substitute	\$26,000	
Student Support Counselor, TBA	1.0	X		Salary for Student Support Counselor	\$53,000	
Operations & Budget Coordinator	1.0		X	Salary for Operations & Budget Coordinator	\$53,000	
Classrooms grants				2,000 per classroom	\$40,000	

Extended time salaries		X		Up to four additional data days and PD	\$55,000	
Extended time salaries			X	Up to four additional data days and PD	\$17,000	
Performance Stipend		X		Up to \$3,000 for reaching student outcomes	\$70,000	
Performance Stipend			X	Up to \$1,500 for reaching student outcomes	\$10,000	
		TOTAL SALARIES				\$842,000
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
	Additional 5 school days(already calculated in school salaries of 190 days)					\$ 124,616
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				ASCD Conference	\$ 10,000	
in-state				NWEA Conference	\$1,000	
	TOTAL TRAVEL					\$11,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Research for Better Teaching	Instructional Training for teachers and administrators				\$30,000	
UMOJA	Student development training and implementation				\$7,500	
Dr. Alfred Tatum	Cultural Literacy Training				\$10,000	
Harvard University	Leadership Institute for Principal & Team Leaders				\$20,000	
Iron Oaks	Team building				\$3,000	
Fountas & Pinnell	Guided Reading Training				\$20,000	
	TOTAL CONTRACTED SERVICES					\$80,500
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase						

testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		10,000
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		45,000
7. OTHER SERVICES: (Include a specific description of services.)			
10	Monthly Parent & Community Engagement Event	10,000	
	TOTAL OTHER SERVICES		10,000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,123,116

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Office supplies, including binders & notebooks for all students	\$ -	\$ 10,000
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 10,000

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
30	Smart boards	\$ 1,500	\$ 45,000
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 45,000

Attachment F: Intervention Scoring Rubrics

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
I. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	

2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	○ Evaluation systems are developed with teachers' and principal involvement	○ Evaluation systems are developed with teachers' or principals involvement	○ Evaluation system development does <i>not include involvement</i> of principal or teachers	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional development, have not.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.	
	○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment	○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators	

	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving 	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working 	<ul style="list-style-type: none"> ○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	

	working conditions, providing higher salaries, and offering job promotions	conditions, providing higher salaries, and/or offering job promotions		
	○ <i>Mentors and/or coaches are provided for all staff</i>	○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i>	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program	○ LEA provides some <i>assess-ments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal</i> assessments with no data; technology is not used	
	○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction	

8. Promote the use of data to inform and differentiate instruction	○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction	○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
11. LEA, SEA, or designated external	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ No supports are described; support appears <i>sporadic</i>	

partner(s) assist the school with ongoing technical assistance and support	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	
	○ Provided by external, <i>experienced leaders</i> in change and in the school model	○ Provided by <i>external leaders</i> in change with knowledge of the identified school model	○ Provided by district staff or others <i>without proven track records</i> in school change or the model	

Total Score ____/66

C. Budget

Instructions:

- 4) Complete the budget pages provided in the attached Excel file for the three years. Choose each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 5) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

6) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

D. Assurances

_____ KIPP LEAD College Prep Charter/KIPP LEAD Middle School _____ assures that it will
Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State’s assessments for both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds.
- ☒ 3. If it implements a restart model in a school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

E. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|---|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>			
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			

<ul style="list-style-type: none"> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

Attachment D: Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Transformation	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Transformation	Title II, Part A
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Transformation	Full day Kindergarten grant

Attachment E: Intervention Scoring Rubrics

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
4. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

development, have not.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided</i> for all staff 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional 	<ul style="list-style-type: none"> LEA provides some <i>assess-ments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> LEA <i>provides minimal assessments</i> with no data; technology is not used 	

	program			
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA <i>rarely</i> provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient	<ul style="list-style-type: none"> LEA provides a 	<ul style="list-style-type: none"> LEA provides a document or plan 	<ul style="list-style-type: none"> LEA <i>does not provide</i> a document or 	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
II. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	